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ABSTRACT

This manual presents a tested model for creating correlations between local school district curriculum guidelines and instructional television (ITV) broadcast series. The production of a correlations "document" that matches television resources to the curriculum is suggested by the model to help teachers better select the instructional video materials they use. This manual includes 11 chapters describing procedures for incorporating ITV into the curriculum: (1) The Buy-In, which discusses the role of the ITV specialist and strategies for gaining support for ITV offerings; (2) The Players, which discusses key personnel whose support is needed to facilitate an ITV correlation; (3) The Funding, which discusses such cost factors as teacher pay and printing; (4) The Timing, which discusses the planning activities of ITV operations; (5) The Place, which discusses facilities for ITV workshop presentations; (6) The Needs, which describes equipment and provides a checklist of needed resources; (7) The Look, which suggests keeping ITV documents simple, clear, and attractive, and proposes different formats; (8) The Workshop, which explains procedures for presenting a workshop about ITV offerings; (9) The Handout, which discusses how to make people aware of the correlations documents; (10) The Repeat, which discusses updating and maintaining sample tapes and guides; and (11) The Summary, which briefly describes the results of the project. Appendices include a breakout of curriculum programming, correlations of ITV programming, and cover pages from correlation documents. (DJR)

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CORRELATING ITV PROGRAMMING WITH LOCAL CURRICULA: *or Got a Match?*

By Robert J. Gunther

agency for instructional technology

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Correlating ITV Programming with Local Curricula:

or . . .

Got a Match?

by
Robert J. Gunther

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Why This Manual

"Availability means nothing. Accessibility is everything."

These six words from a classroom teacher sum up the need teachers and students have for immediate access to instructional video materials. Teachers don't want to wait. They do want to control when and how instructional media will be used.

Among all the visual media, instructional video has the advantage that it can be broadcast, recorded off-air, duplicated, and circulated, all of which contribute to ease of use. Video programs can be shelved in the school building's media library with other learning resources, ready for immediate access by the teacher.

But accessibility means more. It must be easy for the teacher to fit a program into daily instruction. Teacher's guides help by providing pre- and post-viewing activities and program synopses, but they usually lack an important link to what happens in the classroom.

Correlation improves ITV use

That missing link is a document that correlates the instructional video programs available to the teacher with the curriculum guidelines the teacher is expected to follow. Many instructional television and media agencies have realized the importance of such correlation documents. They have found that, with the correlations, teachers increase the quantity and quality of instructional video they use because they can more wisely select programs that match their classroom activities. And this is true whether the programs are available via broadcast or cassette.

Several states have undertaken major correlation activities. Some school districts have done the same. Because of its interest in increasing the use of instructional video programs, AIT felt it could help other instructional television agencies and school systems develop their own correlation documents by publishing this manual, which describes a simple, but effective, model for creating local curriculum correlations. This model has been used successfully during the last six years by all the school districts in Maryland. It was developed by Robert J. Gunther, Chief, Field Services Branch, Division of Instructional Television, Maryland State Department of Education.

A draft of the manual was reviewed by Elizabeth Nocera Beebe, Director, Instructional Services, WCNY-TV, Syracuse, New York, and Ed L. Kaufman, Director of Instructional Programming, WVPT-TV, Harrisonburg, Virginia.

AIT hopes the information in this manual will help instructional television agencies, instructional media departments, and local school systems collaborate to produce useful correlation documents for teachers to use.

AIT
February, 1986

Foreword

This publication is a how-to manual. It does not pretend to be otherwise. Correlating instructional television (ITV) programming with local curricula is no big deal. It has logic that escapes few. It has no grand mystique. It is not expensive. It is easy to do. It must be done.

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Introduction

In the early 1970s, I wrote and produced a television series on how to use television in the classroom. In one program, educators from all levels of school systems were asked, "What's the biggest problem in using ITV?" Probably three out of five responded, "Scheduling! It's the wrong time of the day/day of the week/week of the month/month of the year."

They were right. With rigid broadcast schedules, teachers had little flexibility. Now, with videotaping facilities in most schools, the scheduling problem, while not a dead issue, has diminished.

We have plugged a hole in the dike with videotape, but a new leak has appeared. Today many teachers asked about the biggest problem in using ITV respond, "I don't have *time* to use television. We have a new curriculum./There is a big emphasis on basic skills./The kids have to pass the new reading-writing-mathematics-citizenship-whatever test./There are so many objectives to cover." If asked "Are you *aware* that there are ITV programs that home right in on those units, goals, objectives, and competencies that you have to teach?," teachers usually answer "No." So, there we have it: an *awareness* problem, not a *time* problem.

Time does present a problem. Not every teacher will look through the ITV agency's catalog or schedule, pick out a bunch of potentially usable programming, go to the library/media center for the ITV series study guides, and match each program with the local curriculum guides, scopes and sequences, and textbooks. That takes a lot of *time*.

Wouldn't it be nice if a document from the school system's curriculum office could save the teacher a great deal of that time? It might say something like: "If you have to teach your seventh-grade unit on rocks, you'll find that program four from this ITV series, programs fourteen through seventeen from that ITV series, and programs eight, fifteen, and twenty from another series are about rocks." Such a timesaver also would increase teachers' *awareness* of how ITV programming is related to what they must teach.

It could do more. Teachers of one subject often miss ITV programs that could be very useful to them, because the programs lie buried in a series with a different label. These programs need to be fetched out and identified. In addition, teachers can waste time by using an entire series even though not all its programs fit the local curriculum. Citations should be made for those that fit, and those programs that do not should not be used. What we need is a *timesaving-awareness* document.

Bob Gunther

The Buy-In

Curriculum specialists in school districts are not always the people who push to match learning resources with learning objectives. To be sure, some curriculum guides list additional books and periodicals, films, filmstrips, and even video programs related to units of study. However, because of the ebb and flow of these resources over time, the specialists who prepare these guides usually shy away from correlation listings, so that the guides can be relevant for about ten years. Because of this hedge, the impetus for the correlations usually rests with the ITV specialist. This person, whether working in the media arm of the school system or as the field representative of an outside agency, will bear the weight of convincing the curriculum specialists of the need for correlating the television resources with the curriculum and will have the responsibility for making it all happen.

It won't happen unless the local curriculum leaders buy into the concept. This buy-in means commitment. As you will see, this commitment from the curriculum specialists will be needed for all phases: organization through dissemination.

Use all strategies

The arguments for increasing ITV's relevance to curriculum objectives, saving teachers' time, and using television resources efficiently should garner the support needed in almost all situations, particularly if the cost is small and the time is short. But not all parties will play. There probably will be a school district administrator or an individual subject specialist who is unwilling to make a commitment to the project. If you encounter such resistance, let it be for a while, and go on to the other players. Be prepared for a surprise later. There will be a time when a report can be completed that will show subject area correlations between ITV offerings and the curricula of a number of school districts. It is amazing how formerly non-participating assistant superintendents, directors of instruction, and subject specialists sit up and take notice when such a report is presented to a collective meeting of them and their peers. Be prepared to use all strategies.

The Players

Superintendents of school systems are usually pretty nice folks—bright, well-educated, and personable. Unless the system is very small, however, they are not the ones who will facilitate an ITV correlation. Preparing budgets and answering questions from the news media about students' SAT scores will come first.

Persuade the major mover

In most cases, another person on the central office staff is the major mover within the system. Identifying this person may be the most important single item on the ITV specialist's checklist (whatever the objective). Almost without exception, this person is called the assistant superintendent or director of curriculum or instruction. If this person buys into the concept, the rest of the staff will too.

Make sure that this curriculum leader understands all the benefits that will result from the correlation activities, and then follow his or her lead for getting the system's subject specialists to follow suit. Yes, the leadership of the curriculum leader is important to the

project, but the real work and the burden for making it succeed will fall into the laps of the subject area specialists—unless, of course, the school district is too small to have them.

Involve the subject specialist

The coordinator/supervisor/specialist of a subject area is the one who will carry the ball. This key player will select the correlation workshop participants, supply curriculum materials (you have to have something to match ITV programming to), make logistical arrangements, and make the resulting document work with teachers. Once this specialist is involved, the curriculum leader fades into the background a bit, to be called upon later for such things as print funding, document endorsing, and staff development related to the correlation.

Most content people understand the logic of the awareness document and are quite willing to cooperate, especially when they realize how little work they have to do in its preparation. What they must realize, however, is that their efforts in producing the document pale in importance when stacked against the dissemination work that needs to be done. The ITV specialist, whether from within the school system or from an outside agency, cannot get to teachers with the same authority as can the subject supervisor.

Find the right teachers

The perfect people to do the correlation digging and matching are teachers who have experience with more than one grade level and have served in a number of curriculum writing efforts. They know the content and the kids. If correlating ITV programs means matching the unknown to the known, the known must be the subject matter and the students.

The key teachers often can be freed during the school year or are accustomed to being available for summer workshops. Avoid teachers who are just looking for workshop money or credit, who don't have a track record in curriculum writing, or who just want a day off from teaching. The content specialists know who the good ones are. Use their judgment.

Enlist the ITV coordinator

One player, who may or may not play a lead role in the correlation activity, should act as a facilitator for the project. We shall call this person the ITV coordinator. In many cases, school systems are served by outside ITV agencies and have appointed someone on staff to act as liaison with those outside resources. This person could be anywhere in the school system's hierarchy: director of instruction, subject specialist, general supervisor, media supervisor, ITV specialist, or a ten-month school-level media specialist housed at the board of education. At any rate, unless this coordinator is the curriculum leader or the subject supervisor, he or she should be the logistical expert for the project and the behind-the-scenes player who sees that everything gets done.

The Funding

When the ITV specialist first meets with the key players in the initial planning stage, the chief questions asked are not "Is this idea any good?" or "Will it increase the use of these resources?," but "How much work is it?" and "How much will it cost?"

The answer to both is "Not much." There really is not a great deal of work required, and surprisingly little expense. Certainly, one could cost out the involvement time of all of the players in the correlation flow in addition to the expenses for videocassettes and teacher guides used in the workshop, but that would be foolish. The only money that counts is what's needed to pay for teachers (the "matchers") and printing.

Paying for the matchers

For teachers to be involved during the school year, substitutes need to be hired to fill in for the days needed. (This is the least expensive way to go. Per diem costs for Saturdays or summers will be higher.) If the school system has bought into the concept, it will probably provide such funding. Only if there is a problem should the ITV agency cover it. We are not talking about big bucks here. If the school system has bought into it, it should BUY into it.

Workshop monies are a regular item in school district budgets. These funds should be tapped for the correlation activities. Planning for summer workshops should begin in the fall when budgets are being framed. If planning is delayed, the correlation workshop could end up competing for already limited dollars with other activities that might have a higher priority. If the local education agency cannot fund the workshop, then the ITV agency should be prepared to do so.

If the ITV agency has to cover these expenses, several things should be considered. Often, teachers have negotiated contracts that call for a certain per diem. Find out the amount, and budget accordingly—for so many people for so many days at such and such per day. Also, if the ITV agency's bureaucratic budget procedures run at a turtle's pace, it may wish to contract with the school system to pay the teachers through its own channels and then bill the ITV agency for reimbursement. Everything should be done to see that the workshop participants receive their pay as quickly as possible. In the long run, these people may be the correlation's best missionaries. Treat them well.

Paying for the printing

The other cost is for printing the documents. How much? It depends on the format, the number of copies to be printed, and who will print them: the school system, the ITV agency, or an outside printer. Again, if the district has bought into the concept, it should bear the printing costs. Our ITV agency has never borne the printing costs for these documents.

Some larger school systems have their own printing facilities. Great! Some must job out such tasks. Not so great. This raises the costs and can lead to the major money snag in the process. If the school system can't do it alone, the ITV agency will have to get it done. If the ITV agency has its own printing facilities, that will help, but the ITV folks will be playing their trump card: paying for the correlation. And that really messes up the buy-in philosophy. It isn't that the ITV agency should be stingy. That's not the point. The point is that the final product should be *in* and *of* the school system. Every scrap of it should have the school system's label. Do everything you can to have the system fund the whole thing.

How much will it cost to mount a summer workshop to correlate ITV programming with, let's say, a science curriculum? Much depends upon the school system's standard per diem, but, for argument's sake, try six teachers at fifty dollars a day for two days ($600).

How much will it cost to print the document? It depends.

The Timing

Most ITV operations have their act together for the upcoming school year sometime in late winter. Well, maybe the whole act isn't set and polished, but programming decisions have been made, and some on staff are busy leasing programs, setting schedules, coordinating print, and hoping that indigenous productions will be ready for fall showing. When videotape samples and at least drafts of teacher guides are in house, the time is ripe to line up correlation activities.

Consider key dates

Planning should be based upon some key dates. When will the local curricula be final for the upcoming school year? When will several program samples be available on videotape for each ITV series? When will content outlines, drafts, or final teacher guides be available? When will curriculum specialists and teachers be available to do the matching? When will the print facility be up to its earlobes trying to meet other deadlines for the new school year? Remember, if the correlation documents are to be in teachers' hands when they begin the teaching year, planning must begin early.

Arrange for samples

As soon as the decision has been made to lease a new series, arrangements should be made for at least several sample videotapes. Actually, such samples already should be in hand if review and evaluation procedures have led to the series' selection. If the programs are being developed by your ITV agency, the producer should be nagged to put something "in the can" for the correlation.

Wait for descriptors

You can do little matching to curricular objectives until you have a good idea of the objectives and content of each ITV program. Too often, ITV agencies decide to acquire programming before adequate print support is available. Few educators are willing to buy a pig in a poke, and they should not be conned into doing so. If adequate descriptors are not yet available for a program or series, postpone its correlation until they are.

Match to final curriculum

Don't try to match ITV programs to a curriculum that is about to change shortly. Time will be wasted, and teachers could be confused by two conflicting documents. Wait! Also, wait for the final version of a new curriculum guide. A final draft before printing will do, but avoid matching to something that could change.

Find the best time for teachers

A very important consideration is when school system personnel will be available to develop the match.

- Key people might not be available during the school day. Hiring substitutes may be the least expensive alternative, but some school systems have strict policies regarding release time for teachers.
- After the school day is a rotten time. Teachers will be tired, the activity will be drawn out, and continuity will become a problem.

- If the ITV agency is paying for the consultant services of these teachers, perhaps Saturdays can be used. But this, too, strings things out. Consecutive days devoted to the activity have proven to be the best way.
- Summer workshops can be a good time, when teachers are free of other tasks. However, summer is the tight time for printing deadlines. If the activity is to occur after the school year, choose the first week after school is out. Good teachers are still on a roll. The curriculum is still on their minds. Most won't be tied up in summer jobs yet, vacations probably can be planned later, and you'll have as much slack as possible for printing.

Allow time for printing

Printing the thing can be a major headache. School systems that have their own printing services always seem to be backed up in July and August. Many school systems have a number of curriculum development workshops cooking at that time, and all subject specialists want the results typed and printed to be given to teachers when school begins in the fall. Often, this creates a logjam on a secretary's desk or at the printing press.

The more lead time you have, the better off you are. The bottom line is that the correlation document or documents should be ready for dissemination when teachers return for in-service meetings in the fall.

The Place

Long, long ago, before lightweight, over-the-shoulder VCRs and tiny tapes, I would bring groups to the ITV agency's facilities to watch quad tapes for correlating. But now, with very little to lug to the hinterlands (where local agencies supply the television sets), I prefer to have the workshops on the school person's own turf. There is some romantic value in surrounding teachers with the trappings of television production, but it's better to give the participants the home field advantage. Besides, travel expenses can be saved if they meet in the district.

Whether the workshop is held at the board of education building or at a school, the weather is a factor. In hot weather, insist on air conditioning. Creature comforts are very important.

Try for several areas

If only one subject area is being tackled at a time, a common meeting area will be needed for coffee and such, orientation, and whole-group matching. In addition, several small-group areas should be provided nearby. "Nearby" is the key word. Try hard for this, or take track shoes and be prepared to be very tired at the end of the day.

Sometimes the only place available is one large room. Use the corners. Place TVs so that sound from one group does not interfere with the other groups. This is easy on the feet but reinforces the hatred of open-space schools.

Stagger the matches

The sanity of the ITV specialist can be tested sorely if more than one subject correlation is going on at the same time. Of course, if there are numerous specialists from the ITV shop, this is a snap. Usually, though, one person has to do it all. Try, in planning, to stagger the matches to focus on one subject at a time. If not, the ITV specialist will be spread thin, and that could shortchange the document, the teachers, and the students.

There is much psychology at work here. Make the curriculum people comfortable by having them work in familiar surroundings. Stage the setting to put all participants at ease. Do everything you can to make the workshop move efficiently. The importance of facilities must not be overlooked. They matter.

The Needs

Most school district content supervisors are surprised when they learn how little they have to furnish in the way of equipment and materials. Try to get the district to furnish the equipment at the workshop site.

- Ask for three rigs: videocassette players, TVs, carts. This should provide enough flexibility for any grouping situation. If the equipment is at the site, the ITV specialist has less to lug.
- What tape format? Half-inch wins every time. It will take five boxes to haul three-quarter-inch tapes for every one box needed to carry half-inchers.
- A chalkboard is handy.

That's it, except for one piece of advice: I've found that it's wise to carry a backup VCR in the trunk along with a variety of cables, connectors, and extensions.

Ask content specialists for curriculum materials

As for materials, the content specialist must supply all participants with curriculum guides, textbooks (including teacher editions), and scope and sequence documents. Make sure that the whole kindergarten through grade twelve range is covered. Much time can be wasted at the workshop if the content specialist has to run off to another part of the county to fetch a forgotten guide. Work sheets that reflect the format also are helpful, as is other good stuff such as paper and pencils. (See materials list.)

Check your own list twice

In the lap of the ITV specialist rests the responsibility to bring everything related to the television resources. Check to make sure that all is packed. A forgotten cassette may take a two-hundred-mile drive to retrieve.

Equipment and materials list

1. sample videotapes for all programming
2. half a dozen study guides for each series
3. a breakout of all series related to a curriculum (see Appendix A)
4. broadcast schedules from the ITV agency
5. other documents describing the ITV agency's services
6. curriculum guides
7. textbooks and teacher editions
8. scope and sequence documents
9. TVs
10. VCRs
11. carts
12. cables and connectors
13. extension cords
14. chalkboard
15. work sheets
16. blank paper and pencils
17. eyewash

The Look

The K. I. S. S. method applies here (**K**eep **I**t **S**imple, **S**tupid). One's first tendency is to make these documents IMPRESSIVE. Several of my early efforts led to tomes that matched ITV programs with every competency that moved. One such correlation resulted in a wide-spined, three-ring, loose-leaf binder of two hundred and some odd pages matching ITV lessons with a school system's K-5 social studies curriculum. What a waste of time and money. How many teachers would wade through such a thing?

Make the document simple. Make it clear. Make it attractive.

Before getting to the innards of the document, consider the look of it. Should it be included within the curriculum guide? Could it be a collection of various curriculum/ITV matches bound together as a catalog of television resources to be used as a reference book? Might it be an index-tabbed section to be added to the ITV agency's catalog or schedule? Would it be produced best as a pamphlet or mimeographed collection of pages related to a specific curriculum? Whatever the choice, it should be based on what is most comfortable for the system and the teachers who must use it. The decision rests with the content folks within the school system.

In the curriculum guide?

Philosophically, the ITV match should be an integral part of the curriculum guide. Teachers should be able to cross-refer with ease between teaching objectives and teaching resources. The only drawback is that many curriculum guides are bound publications with no flexibility for regular updating. If the curriculum guide is nailed together, avoid burying ITV references within its pages. Too often, long periods go by before these guides are revised. Little is worse than referring a teacher to a television resource that was dropped

ten years ago. If the guide is in loose-leaf form, it is open for updating. Just be careful to have the ITV citations far enough apart from the other content that they can be pulled, revised, and replaced.

In a loose-leaf collection?

The collection approach has been used with some success. Simply, it is a loose-leaf binder of all of the local curriculum matches, which can serve as a reference book. The red flag is that they should be collected either at the school or district level and updated very carefully each year. If old references are not pulled and new ones inserted faithfully, things can get out of hand in a hurry.

In the ITV schedule?

Similarly, curriculum matches could be printed the same size as the ITV agency's catalog or schedule and inserted into the loose-leaf binder as the school district's own section. The index tab should be a color that will call attention to itself. Ideally, teachers should turn to this section first to find out what ITV programming is related to their curricula.

As a separate document for each subject?

Perhaps the most widely adopted format is the separate subject area document distributed by the subject specialist. This can be the standard mimeographed list, or it can be unique and call attention to itself. Such an attention getter often takes the form of a pamphlet, brightly colored and simply worded. It is "pickupable" and readable.

Decisions have to be made about color-coding subject areas (social studies supervisors never seem to like red or pink) and whether to have separate elementary, middle/junior high, and senior high documents. Also, care should be taken regarding the information that is delivered on the cover page. Things such as subject area, grade range, directions for use, and the current school year dates should be included. Again, K. I. S. S.

Keep content simple, too

Now to the guts of the document. It's important not to get too complicated when matching an ITV program to something. The complexity of the curriculum guide often determines the match. Many curriculum guides are broken down into grade levels, units, goals, objectives, concepts, sub-concepts, and competencies. Sometimes code numbers are used, and the guides are so complex that one wonders whether teachers ever take the time to search through them.

Match ITV programs to the larger things. A grade level and unit designation may be enough to guide a teacher to the television resource. Later, the teacher can delve into the ITV study guide for more detail. Keep it simple, and it will be used. Make it complex, and it will look good on the shelf.

The Workshop

In my experience with a state network's one-channel, school-day schedule, correlations take two days for science or social studies, one day for reading/language arts or mathematics, and one-half day for art or music. Much depends upon the scope of the ITV agency's offerings.

Explain rationale, procedures

Whatever the length of the workshop, the subject supervisor, the ITV specialist, or both should begin it by presenting the rationale for the correlation. Next, the format of the document should be described by the subject person. This will give direction to the notetaking activities to follow. Democracy in action is a wonderful concept, but if the teachers are given the responsibility to discuss and choose the format, hours can be wasted. Such a decision should be made by the subject specialist beforehand.

The procedures should be explained next. All participants should understand that they don't have enough time in their collective careers to look at every program in each ITV series. Therefore, they will look at one sample program with, perhaps, a second, if needed. After viewing the sample, they will have to walk their way through the teacher's guide a program at a time, matching the objectives and content of each to the curriculum guide's grade levels, units, concepts, or objectives.

Occasionally a series of programs cannot be judged from one or two samples. This is rare, but it can happen. If a series cannot be correlated until all programs are viewed, arrangements will have to be made to view them at a later date as soon after the workshop as possible. Such a situation is rare. Efforts should be made to keep it so.

Start with whole-group matching

For openers, choose an ITV series that crosses a wide grade-level span. This enables the teachers to try a match before they have to break up into smaller grade-range groups. Tell them that, after viewing the sample television program, they should ask themselves what are the highest- and lowest-grade students to whom the program would appeal. Tell them that the sample is similar to others in the series in its grade-range appeal. (If this is not true, show more samples to illustrate differences.)

After they determine an appropriate range, have the participants look at the sample program's objectives and content in the study guide. How are they related to those in the curriculum guide? After the teachers have identified and noted appropriate levels and such for the sample, have them use the study guide, starting with the first program, to match each program.

After the group hacks its way through the series together, the participants should have established a rhythm for matching the other programming that will be assigned. They should be ready to break into their grade-range groups, with each group assigned a recorder whose notes will be turned in to the subject supervisor at the end of the workshop. The procedures established within the large group should carry over to the small groups. The ITV and subject specialists should table-hop from group to group (not together).

Important: Keep the subject specialist in the workshop

Some subject specialists have been known to leave for a while to attend to something else. Keep them there. The teachers will have some questions about content or procedure that

the ITV specialist either cannot or should not answer. This could result in delays, and the workshop time planned might not be enough. Besides, if the subject person has bought into the project, the "something else" should wait.

The ITV specialist should try to orchestrate the workings of the groups to introduce as much programming as possible. Ease the teachers into viewing the programming. Remember, they have been chosen because they know the curriculum. It is unlikely that they will be familiar with all the ITV series.

There are times when the ITV specialist has to practice creative grouping. Primary, intermediate, middle/junior high, and senior high grouping will be natural, but sometimes the intermediate teachers should team with the middle/junior high group for one series while another series requires them to get together with the primary folks. Experience with musical chairs is a must.

Check group recorders' notes

While the content specialist is table-hopping, the group recorders' notes should be checked to see that all are conforming to the format. If notes are not right, there will probably be enough time to modify them before the workshop ends. It is critical that the subject specialist be given finished notes. If not, long delays in the process will occur.

Matching to textbooks

Up to this point, it has been assumed that the match would be between ITV programs and the units and such from a written curriculum guide. Some school systems, however, have what might be called a textbook curriculum. Central office folks have chosen texts to be used for each subject area and for each grade level. These books become the courses of study. There is no mystique in doing this kind of match. Simply correlate ITV programs to chapters of books. Scope and sequence charts sometimes are provided by textbook publishers. These are valuable and can give a good deal of direction. Let the content specialist determine the extent to which the scope and sequence should be used in the correlation.

The Handout

Projects funded by federal grants most often have built-in dissemination components. The feds know there's more to it than making it. The product has to be marketed. So does the correlation document.

After the workshop notes are given to the subject specialist, after the notes are typed, and after the typing is printed, more must happen than sticking the document in teachers' office pigeonholes. This may be the most important step of all: making people aware of the awareness document.

Spread the word

Strategies must be developed between the subject specialists and ITV specialists to make the most of their efforts. In-service meetings for teachers and principals before school starts, school-by-school faculty/department/grade meetings, and subject-area workshops are but three ways to spread the word, which needs to be spread thickly and often. Once is not enough.

Media specialist/librarians also should be involved to make faculties aware of the global nature of the documents. If the media center is the wellspring of all teaching-learning resources within the school, is the media specialist/librarian not the first beneficiary of the correlations? How better to answer the teacher who asks, "What do you have to help me teach my unit on life in the ocean?"

Push and shove. Use every marketing device you can think of to make these matches start fires.

Use facilitators: grade-level chairs make elementary teachers aware, subject-area chairs make secondary teachers aware, and media folks make everybody aware. Blend their talents.

The Repeat

After matching ITV programs with all local curricula, the ITV specialist is in a maintenance flow. Each spring, when the television programming for the upcoming school year has been determined, sample tapes are in house, and print support materials are available, it's time to update your correlations. At this point, groups of teachers need not be called in, unless that's the subject specialist's style.

The easiest way to do it is to set up a day in the local school system during which various subject people parade in to look at sample tapes and guides of new programs in their areas to determine where they will fit into the next year's revised documents.

Weed out first

One hint: The ITV specialist should go through last year's documents in advance to weed out those programs that will be dropped from the new schedule. The subject specialists will be eternally grateful for this relief.

Remember printing schedules

Such activities should be scheduled as soon as possible in the spring to allow for printing time, so that the revised documents will be in teachers' hands when they come back to school in the fall.

The Summary

So, there you have it. With the ITV specialist's help, the local school system supplies the teacher with a document that matches television resources to the curriculum. The teacher uses this document to identify specific programs, obtains the ITV study guides to gather more information about the content of the programs, and consults the programming schedule to determine their availability.

The teacher becomes aware and spends little time doing it. That's what it's all about.

Appendixes

Appendix A. Breakout of Programming Related to a Curriculum

Appendix B. Correlation of ITV Programming with Units from a Local Curriculum Guide

Appendix C. Correlation of ITV Programming with a Locally Adopted Textbook and Scope and Sequence

Appendix D. Cover Pages from Several Local School Districts' Correlation Documents

Appendix A

ITV Programming
Science/Health/Safety

Suggested Grade Range	Series Title
K-2	Ripples (selected programs)
K-3	'Way To Go
1-3	All About You
1-3	Well, Well, Well, with Slim Goodbody
2-4	Up Close and Natural
3-4	Exploring the World of Science
3-5	The Inside Story, with Slim Goodbody
3-12	Here and There in Maryland: Field Trips (selected programs)
4-8	Voyage of the Mimi
4-8	Community of Living Things
4-8	Afloat and Aboat
4-8	Truly American (selected programs)
4-12	Bioscope
4-12	The Many Worlds of Nature
5-7	Mulligan Stew
5-9	Jackson Junior High
5-12	Terra: Our World
6-9	Consumer Squad #8
7-9	Whatabout
7-12	Sci-Fair
7-12	Spaces (Careers)
7-12	On the Level
8-12	Universe and I
9-12	Newton's Apple
9-12	Not Another Science Show
10-12	Dimensions in Science: Chemistry
10-12	Dimensions in Science: Physics
10-12	Tomorrow's Families

SKIN, MUSCLES, AND BONES

The Inside Story With Slim Goodbody

No. 4 The Team That Hustles: The Inside Story of Your Bones and Muscles

All About You

No. 2 What Holds You Up?
No. 3 No Strings On You
No. 4 Move Those Muscles!

SCIENCE—GRADE 5

CELLS AND SYSTEMS

Bioscope

No. 2 Cells

All About You

No. 9 Take a Deep Breath
No.10 Your Heart: The Mighty Muscle

Mulligan Stew*

No. 2 Look Inside Yourself

The Inside Story, With Slim Goodbody

No. 1 Lubba Dubba: The Inside Story of Your Heart and Blood
No. 2 The Breath of Life: The Inside Story of Respiration
No. 3 Down, Down, Down: The Inside Story of Digestion
No. 8 The Body Symphony: The Inside Story of Your Whole Body

Here & There in Maryland: Field Trips*

No.14 The Johns Hopkins Hospital

ENERGY

Here & There in Maryland: Field Trips*

No. 4 Maryland Science Center

Community of Living Things*

No.13 Energy Origins
No.14 Energy Use and Storage
No.15 Energy Distribution

Terra: Our World*

No. 3 Renewable Resources
No. 4 Non-Renewable Resources
No. 5 Energy
No. 6 Energy Alternatives

ECOSYSTEMS

Here and There in Maryland: Field Trips*

No.16 The National Aquarium in Baltimore

Exploring the World of Science

No.24 Introduction to Life Zones
No.25 The Arctic
No.26 Forest Plants
No.27 Forest Animals
No.28 The Prairie
No.29 Desert Plants
No.30 Desert Animals
No.31 Jungle Plants
No.32 Jungle Animals

The Many Worlds of Nature

No. 3 The Marsh
No. 4 Environment Manipulation

Bioscope

No. 4 Where Plants and Animals Live
No. 5 Adaptations
No. 6 The Natural Balance
No. 7 Endangered Species
No. 8 Frontiers in the Biosphere

Up Close and Natural*

No. 3 Insects
No. 5 Frogs, Toads, and Salamanders
No. 6 Turtles
No.11 Life in the Winter Forest
No.12 The Pond
No.15 Outside Your Door

Community of Living Things*

No. 4 Succession
No. 5 Forests
No.12 Competitors and Predators

AN EDUCATIONAL PROGRAM CONCERNING USE & ABUSE OF NON-FOOD SUBSTANCES

The Inside Story, With Slim Goodbody

No. 5 The Small Parts: The Inside Story of Your Brain & Nervous System

Jackson Junior High*

[This series could be used in areas where alcohol abuse is prevalent]

NUTRIENTS

Mulligan Stew*

No. 1 The Great Nutrition Turn On
No. 2 Look Inside Yourself
No. 3 The Flim-Flam Man
No. 4 Getting It All Together
No. 5 Count Down 4-4-3-2
No. 6 The Racer That Lost His Edge

*Progrms are available from the L.A.M.S. Media Library. Consult your Instructional Film and Videotape Catalog for ordering procedures.

BEST COPY AVAILABLE

SCIENCE
CURRICULUM & TELEVISION MATCH

1984—85

K-5

This brochure has been designed to assist teachers in selecting and using ITV programs presented by Maryland Instructional Television. Committees of classroom teachers, department chairmen, and supervisors have selected specific ITV programs to match the Baltimore County curriculum.

SCIENCE—KINDERGARTEN

SCIENCE THROUGH THE KINDERGARTEN YEAR

Rippies
No.15 Take a Good Look

Health/Food, Air & Water
All About You
No. 5 What's Your Fuel?
No. 6 It's What You Eat
No. 9 Take a Deep Breath
No.21 Look At You Now

Personal Hygiene
All About You
No. 7 Good Mouthkeeping

Weather Changes Daily & Seasonally
Rippies
No.20 Shadows

Animals in the Child's Environment
Rippies
No.30 Animals Need You

Plants Change With the Seasons
The Many Worlds of Nature
No.10 Surviving the Cold

Seeds are Carried from Place to Place in Different Ways
The Many Worlds of Nature
No. 8 Seed Dispersal

SCIENCE—GRADE 1

THE SENSES

All About You
No.13 Getting the Message

Seeing Things
All About You
No.15 Listen, Look, & Learn
Rippies
No. 8 Eyes and Lenses

Hearing Things
All About You
No.15 Listen, Look & Learn
Rippies
No.24 Sounds of Myself

Touching Things
All About You
No.16 Handy Hands
Rippies
No.28 Hands

MOVING THINGS

Rippies
No.14 Movement

SCIENCE—GRADE 2

GOOD NUTRITION—IT'S YOUR CHOICE

All About You
No. 5 What's Your Fuel?
No. 6 It's What You Eat
No. 7 Good Mouthkeeping

Rippies
No.25 All By Myself

INVESTIGATING MATTER

All About You
No. 9 Take a Deep Breath

EXPLORING VARIATIONS

Rippies
No.12 Body Talk
No.20 Shadows
All About You
No.22 No Two Alike

OBSERVING INSECTS

The Real World of Insects
[Use with academically talented students. Preview vocabulary ahead of time.]

The Many Worlds of Nature
No. 2 The Monarch and the Milkweed
No. 5 Protective Coloration

Up Close and Natural*
No. 3 Insects
No.15 Outside Your Door

SCIENCE—GRADE 3

PROBING WITH A MICROSCOPE

Rippies
No.15 Take a Good Look
All About You
No. 8 What Are You Made Of?
No.12 Your Birthday Suit

ANIMAL NEEDS AND CARE

All About You
No.18 What Keeps You Alive?
The Real World of Insects
Entire Series
Rippies
No.30 Animals Need You

LOOKING INTO SPACE

Rippies
No.16 Out to the Moon
No.17 Going Home to Earth
No.20 Shadows

AN EDUCATIONAL PROGRAM CONCERNING USE & ABUSE OF NON-FOOD SUBSTANCES

Rippies
No. 7 Check Up
All About You
No.23 Sneezies, Wheezies, & Measles
No.24 Watch Out!
No.25 If You Go To The Hospital

MAKING INFERENCES ABOUT PREHISTORIC LIFE

Exploring the World of Science
No.34 Prehistoric Times

SCIENCE—GRADE 4

ROCKS & MINERALS

Exploring the World of Science
No.33 Introduction to Our Earth
No.36 Natural Forces—Part I
No.37 Natural Forces—Part II
No.38 Mountain Formation
No.39 Rocks—Igneous
No.40 Rocks—Sedimentary
No.41 Rocks—Metamorphic
No.42 Rock Identification

OUTDOORS—PLANTS

Exploring the World of Science
No.26 Forest Plants
No.29 Desert Plants
No.31 Jungle Plants
No.43 Soil and Conservation
No.44 Ground Water

Bioscope
No. 3 The World of Living Things
No. 4 Where Plants and Animals Live
No. 5 Adaptation

The Many Worlds of Nature
No. 6 The Oak
No. 8 Seed Dispersal
No.11 Flowers
No.12 Evergreens
No.14 Tree Blossoms

OUTDOORS—BIRDS

The Many Worlds of Nature
No. 1 Of Birds, Beaks, and Behavior
No. 7 Adaptation
No.10 Surviving the Cold

Up Close and Natural*
No. 8 What is a Bird?

Here and There in Maryland: Field Trips*
No. 12 Blackwater National Wildlife Refuge

Appendix C

Garrett County Public Schools
ITV Social Studies Curriculum Match
1985-86

Grade Nine

Goal	Obj.	Chap.	Series	Lesson
I	1	12	*Maryland...	15. Future: Schooling
I	2	18	*Spaces	1. Space 2. The Body 3. Computers 4. Ecology 5. Energy 6. Communications
			*Open for Business	1. Is It For You? 2. How Do You Start? 3. Do You Know Your Market? 4. What's Your Plan? 5. What's the Bottom Line? 6. How Do You Keep It Going?
			*Jobs: Seeking, Finding, Keeping	3. Interests, Aptitudes, Abilities 5. Career Plans
			*On the Level	11. What's Next?
II	1	1	Contract!	8. Legal or Illegal
II	7	15-16	*Consumer Squad	1. Everyone Is a Consumer 2. Advertising 3. Financial Planning 4. Money Management 6. Consumer Aids/ Comparison Shopping 7. Consumer Redress
IV	1	11	*On the Level	2. Daddy's Girl
V	21	15	*Consumer Squad	5. Marketing Techniques 8. Energy and You
VI	7	1	*On the Level	8. Side by Side

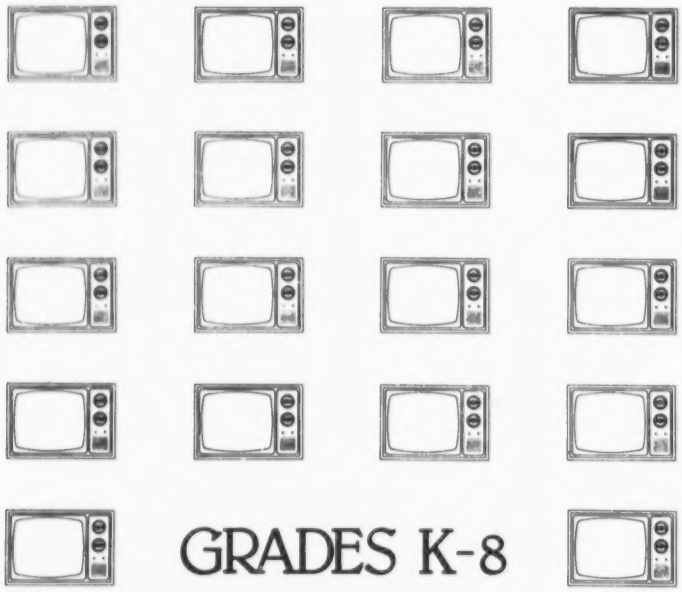
*Available on videotape from the Resource Center

Appendix D

MCPS
Department of Instructional Resources
TELEVISION SERVICES

Social Studies

and Television Lesson Correlation



GRADES K-8

Fall 1983

SOCIAL STUDIES CURRICULUM AND TELEVISION LESSON CORRELATION

GRADES K-8

This brochure is designed to assist teachers in selecting and using instructional television social studies programs available from Maryland Instructional Television and the Montgomery County Public Schools videotape library collection. Committees of classroom teachers, media specialists, and subject area coordinators and specialists have selected specific programs to match the MCPS social studies curriculum for levels K-8.

Suggestions for using this brochure

1. Review the listing of television lessons.
2. To determine how you plan to utilize specific television lessons, examine the teacher guide provided for each series. The guides are available from your media specialist. Additional copies may be ordered by calling the Department of Instructional Resources Television Services at 279-3141.
3. To determine the broadcast time for television lessons, refer to the *Maryland ITV Catalog/Schedule*. The schedule is available from your media specialist.
4. Copies of selected lessons are available for loan from the Film Library. To view lessons listed with (VT) numbers, use standard MCPS film booking procedures. All other lessons may be borrowed by calling Television Services at 279-3141.
5. Preview the television lesson to determine whether the lesson will support or enrich your teaching objectives.
6. Call Television Services at 279-3141 if you have questions about the use of television lessons in your classroom.
7. Please note the social studies topics and instructional objective numbers for each television lesson. You are encouraged to use the match of social studies and TV lessons in your planning. This brochure was designed for use with the social studies instructional guide for your grade level.
8. Note that the correlation for map and globe skills objectives appears at the back of the brochure.

CHARLES COUNTY
PUBLIC SCHOOLS

SCIENCE CURRICULUM and INSTRUCTIONAL TELEVISION MATCH

1982-83
GRADES K-5

The purpose of this pamphlet is to assist teachers to select and use ITV science programs presented by Maryland Instructional Television. A committee of classroom teachers and media specialists has correlated specific ITV science programs with the Charles County science curriculum K-5.

SUGGESTIONS

1. Review this listing of television lessons.
2. Consult the Maryland ITV schedule available from your school's media center for broadcast times of recommended programs.
3. These programs may be videotaped for later playback. Consult the Maryland ITV schedule for the "off-air" recording rights for each series.
4. Do long-range planning to effectively utilize these programs correlated to your curriculum units.
5. Many of the recommended programs are available for duplication on videotape at the IMC. Make your request for programs through the media specialist in your school. These programs are asterisked.

maryland itv

Kent County Public Schools

SCIENCE CURRICULUM & TELEVISION MATCH

GRADES 5 - 8

This brochure has been designed to assist teachers in selecting and using ITV science programs presented by Maryland Instructional Television. A committee of teachers, media specialists, and media supervisor has selected specific ITV programs to match the Kent County Curriculum.

SUGGESTIONS

1. Review this listing of television lessons.
2. Examine the Teacher's Guide provided for each series to determine how you plan to utilize the specific television lesson. The guides are available from your media specialist.
3. Refer to the Maryland ITV catalogue/ schedule to determine the "air time" for the television lesson. The schedule is available from your media specialist.
4. Preview the television lesson, if possible, before the class viewing to see if the lesson will support or enrich your teaching objectives.
5. Tapes are available from your media specialist and/or the Professional Library.

maryland itv KENT COUNTY 5-8

7/85

St. Mary's County Public Schools

MATHEMATICS CURRICULUM AND ITV MATCH

This brochure has been designed to assist teachers in selecting and using television programs broadcast by Maryland Instructional Television. Each program has been designated for use at a level appropriate to the mathematics curriculum of the St. Mary's County Public Schools.

SUGGESTIONS FOR USE

1. Review this listing of television lessons.
2. Examine the teacher manual provided for each series to determine how you plan to utilize the specific television lessons. The guides are available from your media specialist.
3. Refer to the Maryland ITV Catalog/Schedule to determine the "air time" for the television lesson. The schedule is available from your media center.
4. Programs can be videotaped for later playback according to the off-air recording rights indicated for each series in the catalog/schedule.
5. Some of the ITV programs listed in this brochure are available on videotape or film from the Instructional Materials Center at Loveville. These are indicated with an asterisk and can be requested through the school media center.
6. Preview the television lesson, if possible, before the class viewing to see if the lesson will support or enrich your teaching objectives.

Harford County Public Schools
45 East Gordon Street
Bel Air, Maryland 21014

A. A. ROBERTY
Superintendent of Schools

Harford County Public Schools

maryland itv

Mathematics Curriculum & ITV Match

This brochure has been designed to assist teachers in selecting and using television programs broadcast by Maryland Instructional Television. Each program has been designated for use at a level appropriate to the mathematics curriculum of the Harford County Public Schools.

After reviewing the listing of televised programs, examine the Teacher's Guide provided for each series to determine when and how to use each specific lesson. Guides are available in each school or from Mrs. Joyce Hess' office, 838-7300. Consult the Maryland ITV Catalogue/Schedule to find the times for open circuit broadcasting of the programs. If the schedule is inappropriate, programs may be taped off the air for future use. Copies of Tapes marked with asterisk (*) are available from Mr. Dean King's office, 838-7300, Ext. 262.

Other AIT Publications

You may also be interested in these publications from AIT:

Cooperative School Television and Educational Change: The Consortium Development Process of the Agency for Instructional Television, John Middleton. 1979. A description of the cooperative process for instructional video development which AIT has used since the late 1960s. $6.95 plus shipping.

Thinking Through Television, Kay Robinson Sloan. 1980. A narrative of the development and production of ***ThinkAbout***, AIT's acclaimed video series for critical thinking skills. $12.95 plus shipping.

Secondary School Video: A Facilitator's Guide, 2nd edition. 1981. Suggestions and techniques for implementing video in secondary schools. $6.05 plus shipping.

ITV Utilization Ideabook. 1985. The best ideas for increasing the use of instructional television submitted by television agencies in AIT's 1984 National Promotion/Utilization Contest. Free.

ITV Utilization Ideabook. 1986. More suggestions from television agencies on how to promote the use of instructional video; from AIT's 1985 National Promotion/Utilization Contest. Free.

Guidelines to Media Utilization: Lessons from Project Discovery (Research Report 64). July 1978. A description and analysis of the experiment on total media accessibility in local school buildings, with suggestions on how to increase video use today. $2.50 plus shipping.

Micros in the Middle School: A Snapshot in 1984 (Research Report 93). November 1984. The results of a national survey of the use of microcomputers in middle schools. $2.50 plus shipping.

AIT Newsletter. Quarterly. Describes current AIT activities. Sent to educational institutions upon request. Free.

AIT Catalog of Educational Materials. Describes all AIT materials and services. Sent to educational institutions upon request. Free.

Additional AIT research reports and papers are available from the ERIC system. Contact the ERIC Clearinghouse nearest you or the ERIC Clearinghouse on Information Resources, Syracuse University, (315) 423-3640.

Orders for publications from AIT must be accompanied by a purchase order or personal check. Send orders to:

Agency for Instructional Technology
Box A, Bloomington, Indiana 47402-0120

The Agency for Instructional Technology is a nonprofit American-Canadian organization established in 1973 to strengthen education through technology. In cooperation with state and provincial agencies, AIT develops instructional materials using television and computers. AIT also acquires and distributes a wide variety of television, related print, and computer materials for use as major learning resources. It makes many of these materials available in audiovisual formats. From April 1973 to July 1984, AIT was known as the Agency for Instructional Television. Its predecessor organization, National Instructional Television, was founded in 1962. AIT's main offices are in Bloomington, Indiana.

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